



Public Schools of North Carolina

Equity Plans under the Every Student Succeeds Act (ESSA)

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10:00 a.m. & 4:00 p.m.

- Please enter your questions in the question text box
- Questions will be compiled and responses provided in a Frequently Asked Questions document
- This presentation as well as the FAQs will be sent out on the listserv and posted on the website



Equity Plan

- Overview of ESSA
- State Educational Agency (SEA) Equity Plan
- Local Educational Agency (LEA) Equity Plan
- Identifying Gaps





Elementary and Secondary Education Act of 1965 (ESEA)



No Child Left Behind Act of 2001 (NCLB)



Every Student Succeeds Act of 2015 (ESSA)



Overview

- Every Student Succeeds Act (ESSA) signed into law December, 2015
- 2016-17 serves as the “transition” year
- US Department of Education (USED) offered exceptions
 - Definition of highly-qualified teachers no longer in place



2017	
January–June 2017	<ul style="list-style-type: none"> • Conduct additional simulations of accountability models and finalize certain decisions • Continue receiving feedback and input on draft plan • Present to General Assembly Education Committee(s) and meet with legislators and staff • Monthly updates to the State Board of Education (SBE) • Submit draft plan to Governor’s office for 30-day review period
July	Finalize Draft State Plan
August SBE Meeting	Discuss Draft State Plan with SBE
September SBE Meeting	Seek SBE approval of State Plan
September 18	Submit State Plan to the US Department of Education



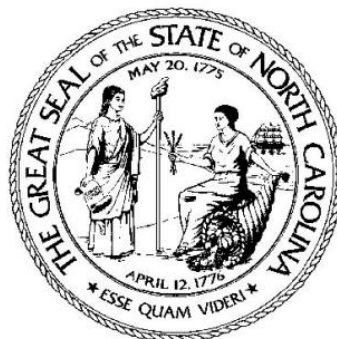
SEC 1111(g) – SEA Plan

- States must describe
 - *how low-income and minority children enrolled in schools assisted under this part are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and*
 - *the measures the State educational agency will use to evaluate and publicly report the progress of the State educational agency with respect to such description*



NC's Equity Plan

North Carolina's State Plan to Ensure Equitable Access to Excellent Educators



Initially Submitted on June 1, 2015
Revised and Resubmitted on September 8, 2015
Revised and Resubmitted again on October 23, 2015
Approved by the USED on November 18, 2015



NC's Equity Plan

- Stakeholder Engagement
 - Analyses of Equity Gaps
 - Strategies for Eliminating Equity Gaps
 - Ongoing Monitoring and Support
- ❖ NOTE: Throughout the development of the initial state plan, highly-qualified requirements were still in effect. The updated Equity Plan will be included in the consolidated state plan for the ESSA.



Strategies

- Outlines 17 strategies
- Strategies organized around 3 key issues:
 1. Teacher shortage
 2. Recruitment and retention challenges
 3. Distribution decisions at district and building levels



SEC 1112(b) – LEA Plan

- *LEAs must describe:*
 - *how the local educational agency will identify and address, as required under State plans as described in section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers*



Identifying Gaps

- Ineffective teachers (i.e., needs improvement)
 - Less than proficient on any of five standards; or
 - Did not meet growth based on a three-year rolling average



Identifying Gaps

- Inexperienced teachers (i.e., beginning teachers)
 - Fewer than three years of teaching experience
 - Not limited to experience earned in North Carolina



Identifying Gaps

- Out-of-field teachers
 - Hold a provisional license;
 - Hold an emergency license; or
 - Are long-term substitutes



Student and School Growth

- STUDENT GROWTH: Teachers contribute to the academic success of students.
- The work of the teacher results in acceptable, measurable progress for students based on established performance expectations using appropriate data to demonstrate growth. It is the intent of the State Board of Education to provide educators a state-wide, standardized measure of student growth for the purpose of promoting professional growth for educators, guiding school improvement efforts, and informing educator evaluation processes.
- *Beginning with the 2016-2017 school year, Student Growth will no longer be a stand-alone standard in the NC teacher evaluation process. All processes related to the determination of student growth estimates for teachers and schools will continue.*
- Determining Student Growth with Statewide Method
- A teacher's rating on the student growth measure is determined by a student growth value as calculated by the statewide growth model for educator effectiveness. The measures of student learning - End-of-Course assessments, End-of-Grade assessments, Career and Technical Education Post-Assessments, NC Final Exams, K-3 Checkpoints, and Analysis of Student Work provide the student data used to calculate the growth value or performance rating.
- See NCSBE policy EVAL-030 for similar language regarding School Growth

North Carolina State Board of Education Policy EVAL-006, Revised 2016-04-07

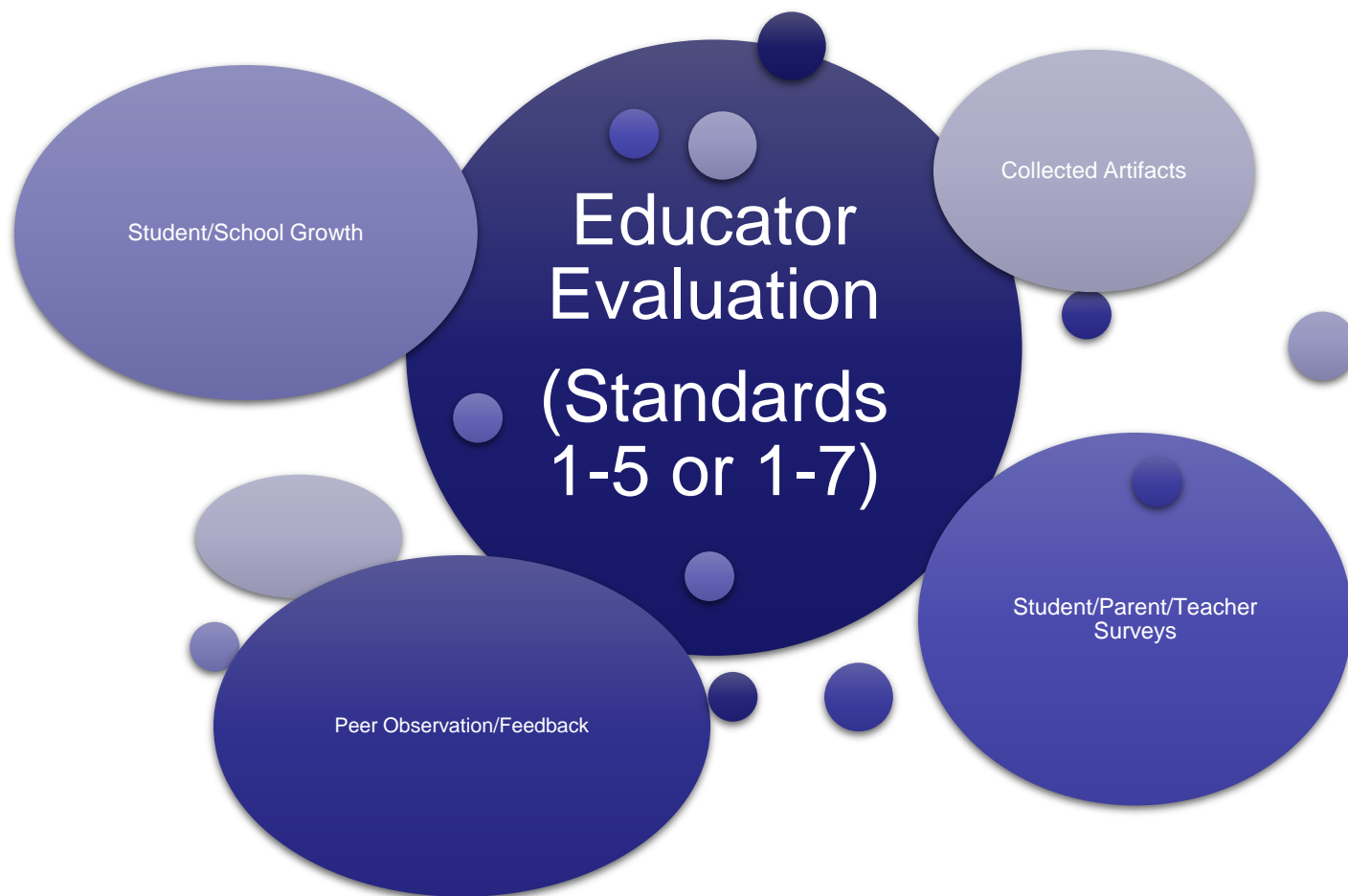


Measuring Teacher Effectiveness

- Although student and school growth no longer has a direct impact on a teacher's or administrator's evaluation, the state will continue to develop a measure of teacher and administrator effectiveness that incorporates growth.
- The state will continue to report to the federal and state governments the percentage of teachers and administrators in the categories of Highly Effective, Effective, and In Need of Improvement.
- The NC State Board of Education will continue to use the effectiveness status of teachers to populate measures in its strategic plan.
- Given that student and school growth is no longer tied to an individual's evaluation, the state will calculate three year averages for teachers and administrators regardless of whether the employee changes districts.
- Student and school growth (both single and three year measures) will continue to be used for research and analytic purposes.

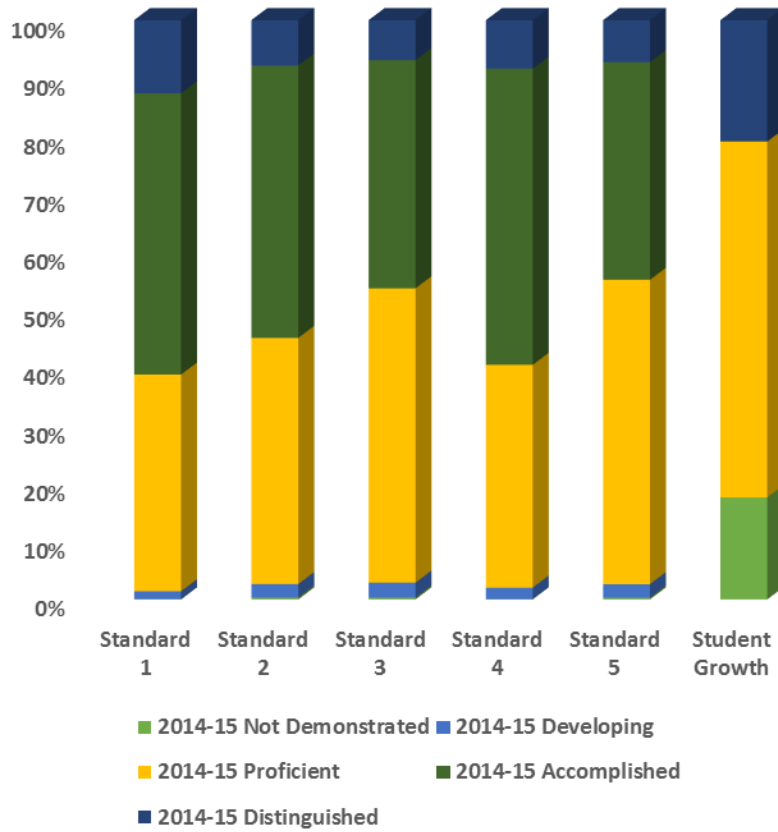


Growth in Educator Evaluation

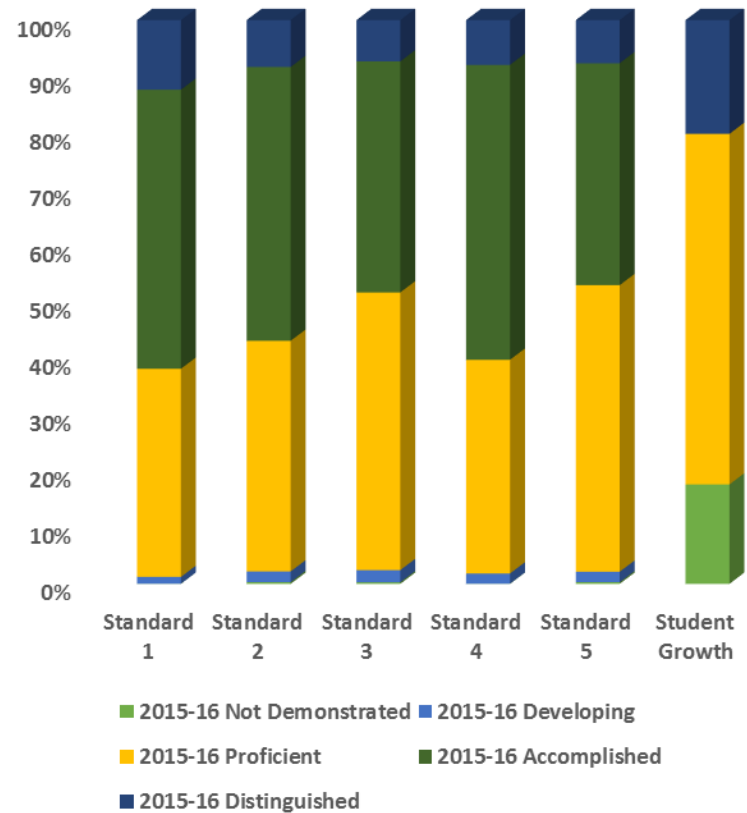


Student Growth Data

School Year 2014-15



School Year 2015-16



Correlation of Evaluation to Growth

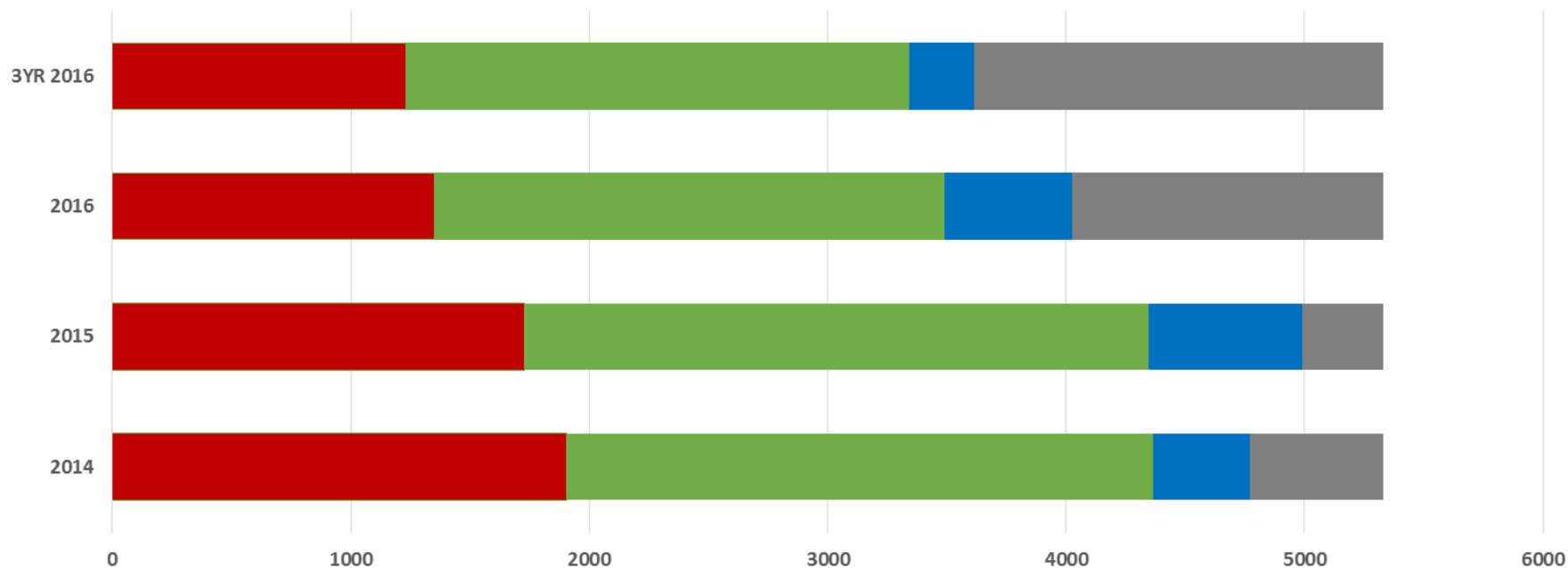
SY 2014-15						
	STD 1	STD 2	STD 3	STD 4	STD 5	Growth
STD 1		0.69	0.69	0.75	0.71	0.18
STD 2			0.71	0.72	0.72	0.17
STD 3				0.75	0.73	0.19
STD 4					0.70	0.20
STD 5						0.17

SY 2015-16						
	STD 1	STD 2	STD 3	STD 4	STD 5	Growth
STD 1		0.70	0.70	0.74	0.71	0.19
STD 2			0.72	0.71	0.72	0.18
STD 3				0.75	0.73	0.19
STD 4					0.70	0.21
STD 5						0.18



Teacher Growth

Teachers Who Did Not Meet Expected Growth SY 2012-13 (n=5331)

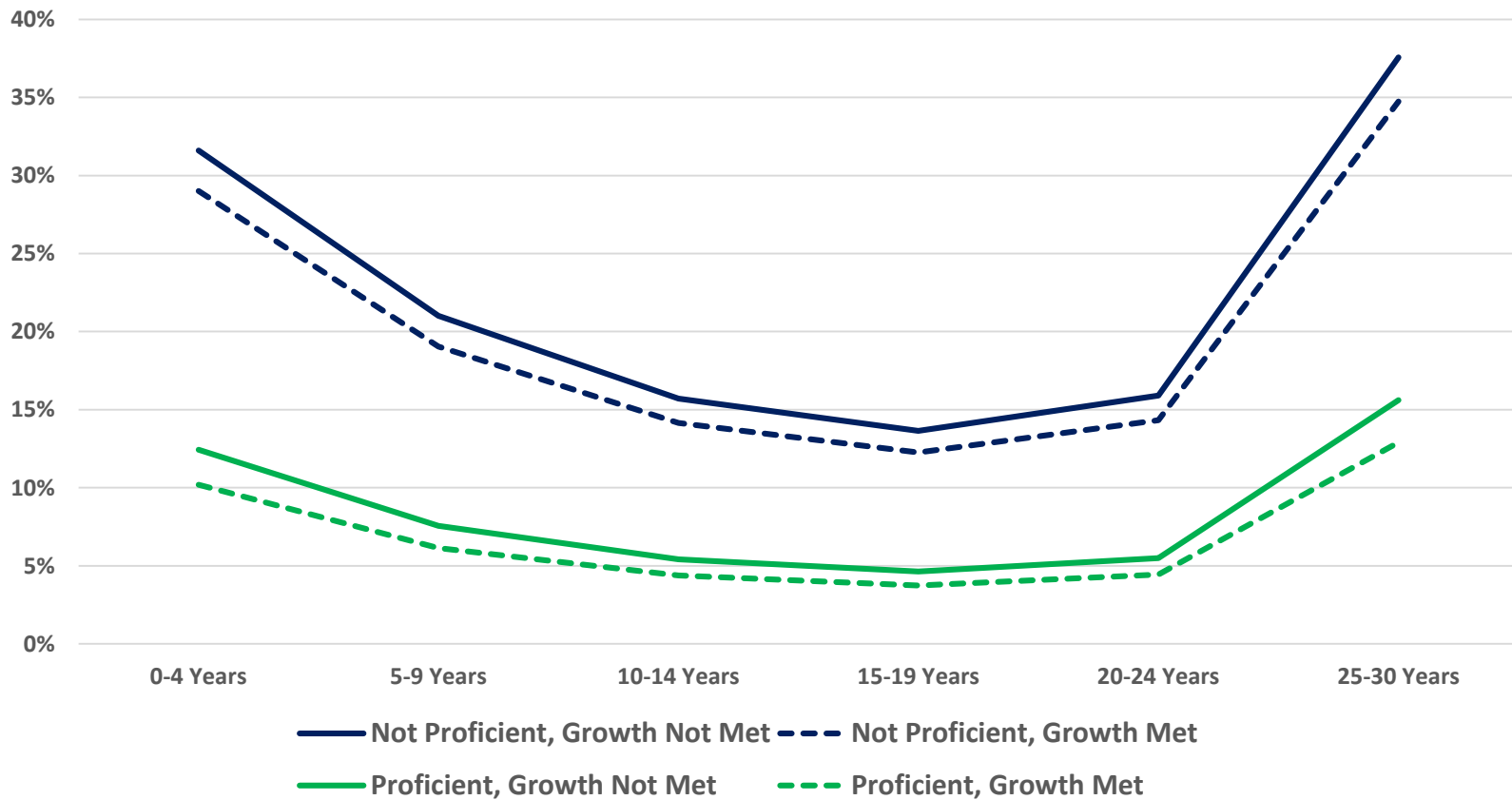


	2014	2015	2016	3YR 2016
■ DNM	1906	1730	1352	1231
■ MEG	2461	2614	2138	2111
■ EEG	402	648	534	272
■ NDA	562	339	1307	1717



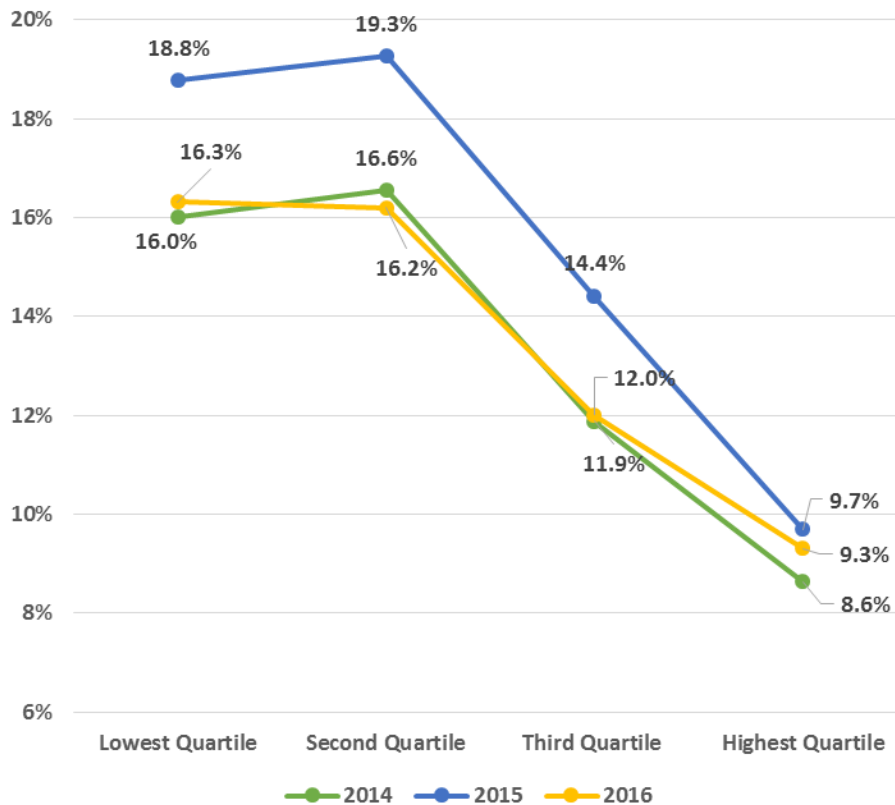
EVAAS and Teacher Retention

Conditional Probability that a Teacher Will Depart from NC Public Schools by
Evaluation Rating and EVAAS Index Score (2015-2016)

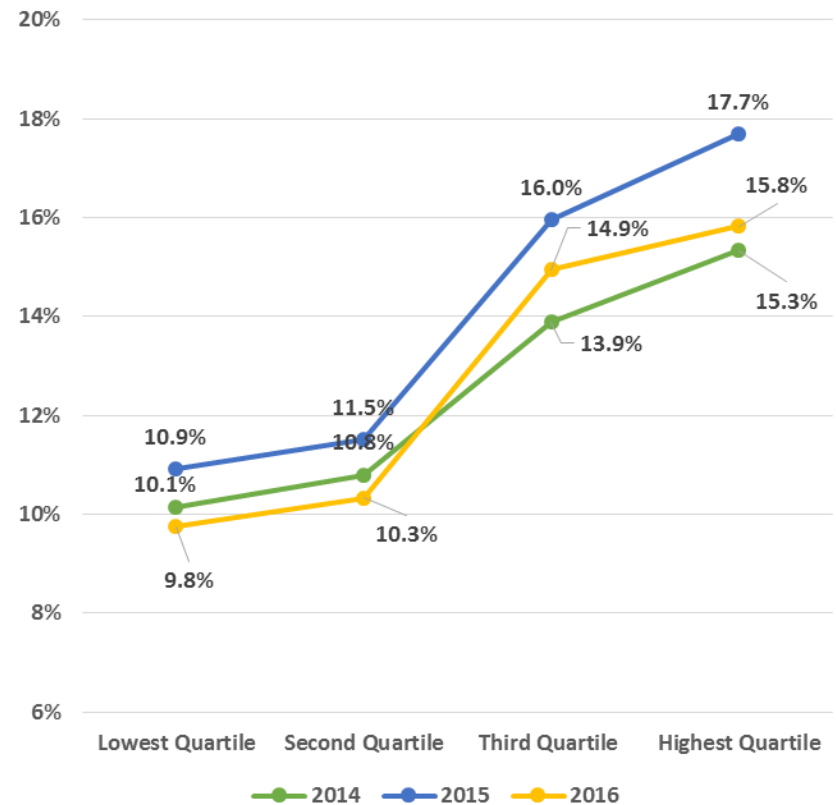


Highly Effective Teachers and Minority Student Populations

Percentage of Highly Effective Teachers by Minority Student Populations



Percentage of Needs Improvement Teachers by Minority Student Populations



Teacher Mobility vs. EDS Student Population

2015	2016					
		Lowest Quartile	Second Quartile	Third Quartile	Highest Quartile	Total (2015)
	Lowest Quartile	869 51.8%	394 23.5%	253 15.1%	161 9.6%	1677
	Second Quartile	639 31.5%	726 35.7%	431 21.2%	236 11.6%	2032
	Third Quartile	514 22.7%	620 27.3%	675 29.8%	460 20.3%	2269
	Highest Quartile	292 13.5%	382 17.7%	525 24.4%	957 44.4%	2156
	Total (2016)	2314	2122	1884	1814	8134

Math Teacher Mobility vs. EDS Student Population

2015	2016					
		Lowest Quartile	Second Quartile	Third Quartile	Highest Quartile	Total (2015)
	Lowest Quartile	169 56.9%	64 21.6%	40 13.5%	24 8.1%	297
	Second Quartile	103 29.9%	136 39.5%	63 18.3%	42 12.2%	344
	Third Quartile	89 24.0%	99 26.7%	114 30.7%	69 18.6%	371
	Highest Quartile	53 14.1%	71 18.9%	105 27.9%	147 39.1%	376
	Total (2016)	414	370	322	282	1388

Highly Effective* Math Teacher Mobility vs. EDS Student Population

*2014 Growth Estimate

2015	2016					
		Lowest Quartile	Second Quartile	Third Quartile	Highest Quartile	Total (2015)
	Lowest Quartile	36 70.6%	10 19.6%	2 3.9%	3 5.9%	51
	Second Quartile	19 33.9%	19 33.9%	11 19.6%	7 12.5%	56
	Third Quartile	13 29.6%	14 31.8%	11 25.0%	6 13.6%	44
	Highest Quartile	6 10.7%	13 23.2%	16 28.6%	21 37.5%	56
	Total (2016)	74	56	40	37	207

Math Growth and New Hires

Growth Category	New Hire		Experienced	
	Number	Percentage	Number	Percentage
< -2	536	21.5%	2,005	15.1%
>-2 and <=-1	398	16.0%	1,691	12.7%
>-1 and <=1	984	39.5%	4,730	35.6%
>1 and <2	265	10.7%	1,724	13.0%
>=2	306	12.3%	3,140	23.6%



Guidance

- [Equitable Access to Excellent Educators: An Analysis of States' Educator Equity Plans Report](#) (October 31, 2016)
- [Equitable Access FAQs](#) (April 10, 2015)



QUESTIONS



Send all questions to:

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